



SILVERHILL PRIMARY SCHOOL READING OVERVIEW



Intent – Reading

At Silverhill, reading is placed at the heart of our curriculum. As an academy, we understand how important reading is and how it gives the children in our school the best opportunities moving forward. Reading feeds' pupils imaginations and opens them up to experiences that widen young minds. It is our aim that, by the end of their primary education, all pupils at Silverhill, are able to read fluently and confidently in any subject and have become life-long learners. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress.

Implementation

The following principles and practices underpin the implementation of the Phonics curriculum at Silverhill:

- Children are taught a whole class, daily program of systematic synthetic phonics to improve their ability to segment and blend sounds.
- Any catch-up phonics is taught in addition to the whole class session.
- High quality, visual and active lessons, engage the children and embed learning in the working memory.
- Each session recaps previous learning before introducing new knowledge to ensure children make progress in small, manageable steps.
- Links are made with phonics throughout the day in writing and reading activities.
- Reading Books from the Big Cat Collins scheme are linked to children's current working level in phonics, and are aimed to develop and reinforce children's phonic knowledge.
- All children have 'good' reading modelled daily by a teacher in whole-class story sessions, and in English lessons.

The following principles and practices underpin the implementation of the reading curriculum at Silverhill:

- Children are taught reading through whole class reading sessions, individual readers and intervention groups.
- All reading is taught through high quality texts.
- Children complete all books that are read as the class text
- Books are linked to other curriculum areas to strengthen links to children's wider learning experiences.
- Teachers model to children how to find answers to questions and how answers may be written if a written response is required. Discrete reading sessions will focus on one reading skills so that children can become confident readers
- Individual Readers are heard on a one to one basis as is relevant to the needs of the child and the year group they are in.
- Nussy is used to support those children struggling with decoding.

Impact

We want:

- Fluent readers with a good understanding of what they have read.
- Children by the end of KS1 to have a strong phonics awareness and use a phonics first approach to reading. • To expose children to a range of books including fiction, non-fiction and poetry.
- To develop a habit of reading for both pleasure and information.
- To narrow the vocabulary gap by developing children's vocabulary and acquiring independent skills to understand new vocabulary.
- Acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Use vocabulary and phrases they read in their own writing.
- Children who can answer a range of questions about a text to demonstrate a solid understand of what they have read.

How does Collins Big Cat support our reading curriculum intent?

Collins Big Cat is a whole-school reading programme that supports children to learn to read and to love reading. From early decodable readers to chapter books, Collins Big Cat supports a journey from phonics to fluency, with levelled readers that systematically increase the level of challenge, vocabulary, and stamina as children work up through the bands. Authors, illustrators, genres, subject matter and formats are all carefully chosen to appeal to children and provide a wide-range of reading experiences. Collins Big Cat books are carefully created to facilitate success, so children enjoy and make progress in reading. They are developed in line with the Institute of Education guidelines matching textual features, sentence structures and plot motifs to book bands, so as not to exceed children's cognitive load. All children are supported to become readers. Collins Big Cat Progress provides struggling readers with targeted books that have age-appropriate visuals and subject matter, but more accessible text, so children are motivated as well as able to start reading and making progress. From authors and illustrators, to characters, topics, artwork and photography, Collins Big Cat is committed to reflecting our diverse readership, so all children can relate to and empathise with the characters and recognise themselves and their worlds in our books.

How does Collins Big Cat support you to implement your reading curriculum?

Collins Big Cat is a levelled reading programme, with built-in progression, so textual features and language increase in complexity as children work up through the colour book bands, so they are challenged and developed as readers. Reading stamina is also increased as children automatically encounter longer and more complex texts as they read up through the bands. Big Cat Phonics for Letters and Sounds provides 100% decodable readers, so children are able to practise and apply their phonic knowledge in a book matched to their level. The Collins Big Cat Phonics, Guided and Whole-Class Reading Handbooks provide a consistent approach to the teaching of reading across the school, with flexible session plans for developing reading fluency and higher-order comprehension skills. Vocabulary development is also specifically targeted with rich Big Cat texts and Vocabulary boost sessions in the Handbooks. Children are encouraged to use Reading Journals to record responses to their reading. Reader response pages at the end of every Big Cat book provide an opportunity to revisit key aspects of the book, via a visual stimulus for reflection and discussion, helping children make the most of every reading experience. Reading at home is supported with notes at the front of Big Cat Phonics readers and at the back of all other books, with ideas and prompt questions for enjoying the books together. With poetry, classics, science fiction, mystery stories, ghost stories, graphic novels, biographies, autobiographies, plays and much more, Collins Big Cat ensures children read widely across different genres. The wealth of Big Cat non-fiction supports knowledge development and reading across the curriculum, as well as increasing cultural capital. Big Cat Progress supports struggling readers with a target series of books, structured to close the gap and help them catch up with their peers

How does Collins Big Cat support us to measure the impact of our reading curriculum?

The Big Cat Phonics, Guided and Whole Class Reading Handbooks contain assessments to support ongoing formative assessment, record progress in key skills and ensure children are matched to a book at the correct level (90% word accuracy). The Big Cat Reading Assessment Tool supports schools to monitor and record progress in reading fluency and comprehension. Assess fluency in reading: reception to Year 6 provides ready-to-use assessment sheets that can be administered by a teacher or TA to assess pupils' speed, accuracy, expression and understanding. It supports teachers to:

- Identify gaps so they can be targeted and closed
- Measure and record pupil progress in fluency
- Match pupils to an appropriate-level reading book.

	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has</p>	<p>To use their phonic Knowledge to decode quickly and accurately (may still need support to read longer</p>	<p>To read most words Fluently and attempt to decode any unfamiliar words with increasing</p>	<p>To read most words Fluently and attempt to decode any unfamiliar words with increasing speed and skill,</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/ word endings* and to decode any</p>

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	<p>rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual Correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting Unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	

	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p>	<p>To accurately read text that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per</p>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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	<p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>		minute, in age-appropriate texts.	
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	<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies.	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text Makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				

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Comparing, Contrasting and Commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others</p>	<p>To listen to and discuss a wide range of fiction, no-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read.</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to</p>

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	about what they have read.		<p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>paragraph and summarise these.</p>		<p>make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within and across texts.</p>
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	<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words in Context and Authorial Content	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To ask and answer</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To consider</p>

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	<p>and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>		<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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	<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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	<p>to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>						
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	<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from book and computers.</p>		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the Organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading</p>



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							information leaflets before a gallery or museum visit or reading a theatre programme or review).
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